

SSCI 193V & 293V: Cooperative Arts & Science Education
Variable Credits
Online

INSTRUCTOR: Lisamarie Bensman, Ph.D.

OFFICE: Na‘auao 122

OFFICE HOURS: MW 1 – 2 p.m., 4 – 5 p.m., & TR by appointment (in person or via Skype)

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EFFECTIVE DATE: Spring 2016

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION

193V: A work-study course providing opportunities to reinforce skills learned in the Social Science areas and to apply those skills in actual job situations. Six credits may be applied to the AA degree. Pre-Requisite(s): Minimum of 12 credit hours of general curricula

293V: A work-study course providing opportunities to upgrade and diversify knowledge and skills learned in the behavioral and social sciences, and to apply these in job situations. (Practicum). Pre-Requisite(s): SSCI 193V

A volunteer/work site is required to complete this course. Assistance is available to help locate a site; however, it is primarily your responsibility to acquire a site.

These courses are regarded as service-learning option courses. Those individuals who wish to be placed or already work in a community volunteer position will have the option to elect to receive service-learning credit. More information on Service Learning will be provided at the first on-campus class meeting.

This is a mostly distance learning class conducted via the internet using Lulima, the University of Hawai‘i’s web-based course management system. A web-based course such as this one requires that you have computer literacy skills. We will also meet together as a class a five times throughout the semester. The majority of your work will be conducted at your worksite.

STUDENT LEARNING OUTCOMES

Upon completion of the course, the student will be able to:

- Integrate the foundations of knowledge, skills, professional attitudes and values associated with a career field in the helping and human resource professions.

- Discuss the dynamics and multiple causes of interpersonal, family, and organizational dysfunction.
- Utilize a range of helping strategies and skills appropriate for prevention and early intervention work in a variety of settings.
- Apply the basic knowledge and practice of counseling and problem solving skills.

COURSE TASKS.

Practicum Service Hours (Required to pass course):

During the semester, you are required to complete 75 hours per credit at your approved work/volunteer site(s), less 20 hours counted towards class. Ex. 3 credits = $(75 \times 3) - 20 = 205$ hours required at the designated work site(s). **If you are unable to complete the full 75 hours per credit at your worksite, you will receive an “F” grade for the course.**

I will visit you at your worksite at least one per semester to gain a better understanding of your experience and speak with your supervisor.

Note: When registering for this course, credits default to 1 credit. You must log back in and change your credit options to the desired number of credits. If the semester has already begun, you may change your credits through the registrar’s office before the add/drop period ends.

In-Class/On-Campus Participation (200 points)

Although this course is primarily online and at your worksite, this course **requires** you to meet on-campus on 5 occasions (tentative meeting dates in weeks 2, 4, 8, 12, and 16 of the semester). These meetings are required. I encourage you to make arrangements early for work-coverage, childcare, etc. If for any reason you are unable to attend these meetings, it is your responsibility to pick up or submit any required course materials from these meetings.

Meeting 1: No prep work required/no assignments due

Meeting 2: Discussion of worksite challenges. Done in class. Worth 20 points.

First mini-presentation of site/social science connections. Worth 30 points.

Meeting 3: Conquering worksite challenges. Done in class. Worth 25 points.

Second mini-presentation of site/social science connections. Worth 25 points.

Meeting 4: Facility tour explanation and reactions. Worth 50 points.

Meeting 5: Third mini-presentation of site/social science connections. Worth 50 points

If an item is marked “done in class”, you will complete this activity in class. All other assignments should be prepared before you come to class. No late work is accepted.

For each mini-presentation, please plan to speak for about 5 minutes and have some audio-visual material (PowerPoint, poster, Prezi, etc.) to accompany your presentation. Otherwise, presentation format is up to you.

For the facility tour, you will visit the human service site that is not your own work site and report back to the class on your experience. Please plan to speak for about 10 minutes and have some audio-visual material (PowerPoint, poster, Prezi, etc.) to accompany your presentation. Otherwise, presentation format is up to you.

Online Participation (20 points per post, 200 points total)

Our online work is to aid you in developing a comprehensive understanding of the social sciences through meaningful and personal experience. Through our online resources, you will share what you are learning at your worksite, including, but not limited to, the challenges you are facing at your site and how you are overcoming those challenges and the connections you are discovering between your worksite and the social sciences. Your work quality is expected to be at college level performance.

For each week of class that we don't meet together in person, you will post a short message to Laulima's discussion board. Posts should be between 250 – 500 words and contain a running count of your worksite hours and a response to the week's prompt as outlined on the schedule below.

Online Schedule (tentative and subject to change):

Week	Dates	Post Topic
2	18 – 24 Jan.	First in-class meeting. No Post Due
3	25 – 31 Jan.	Briefly introduce your site, one challenge you have faced, and one connection between your work and any social science topic
4	1 – 7 Feb.	Second in-class meeting. No Post Due
5	8 – 14 Feb.	193-Connect your work to a topic from chapter 1 of the text 293- Connect your work to a topic from chapter 8 of the text
6	15 – 21 Feb.	Connect your work to a topic from any social science class
7	22 – 28 Feb.	193- Connect your work to a topic from chapter 2 or 3 of the text 293- Connect your work to a topic from chapter 9 or 10 of the text
8	29 Feb. – 6 March	Third in-class meeting. No Post Due
9	7 – 13 March	Connect your work to a topic from any social science class
10	14 – 20 March	193- Connect your work to a topic from chapter 4 of the text 293- Connect your work to a topic from chapter 11 of the text
	21 – 27 March	Spring Break- No Post Due
11	28 March – 3 April	Connect your work to a topic from any social science class
12	4 – 10 April	Fourth in-class meeting. No Post Due
13	11 – 17 April	193- Connect your work to a topic from chapter 5 or 6 of the text 293- Connect your work to a topic from chapter 12 or 13 of the text
14	18 – 24 April	Connect your work to a topic from any social science class
15	25 April – 1 May	193- Connect your work to a topic from chapter 7 of the text 293- Connect your work to a topic from chapter 42 of the text
16	2 – 8 May	Last in-class meeting. No Post Due

Posts are due by 11.59 p.m. on the last day of the week. For example, your week 3 post is due by 11.59 p.m. on the 31st of Jan.

The purpose of these posts are two-fold. First, the posts encourage you to stay on track with your required hours. Second, the posts are a starting point for both the in-class discussions and mini-presentations.

Journal (100 points total)

The journal will be a semester-long project that is on-going and inclusive of the following:

1. *Learning Goals (10 points)*

You will develop (and hopefully achieve) personal goals for self-improvement

2. *Daily Work Log (required to demonstrate completion of hours)*

You will maintain a daily log of the date, time, hours, and a brief description of activities performed.

3. *Supervisor Evaluations (10 points per evaluation)*

Supervisor evaluations are essential to the growth process. Without encouragement for the things that we are doing well, and more importantly constructive feedback in those areas with the potential for improvement, there can rarely be growth. Evaluations should be completed three times throughout the semester (to be turned in at meetings 3, 4, & 5).

4. *Final Reflection Paper (60 points)*

At the end of the semester, you will complete a 2-3 page paper reflecting on your practicum education for the semester, including both your site experience and classroom education. What did you learn on site and in class? How did this information connect to what you've learned in social sciences courses? How did class discussion and the text aid you in recognizing and resolving workplace issues? Did you achieve your course and individual outcomes? To what extent did you achieve and demonstrate your individual learning outcomes? How do you hope to apply what you learned, in class and on site, in the future? This final reflection paper will be used as the content for your final in-class mini-presentation.

Final hard copies of journals (including a log of all hours) are due by May 12th at 5 p.m.

Important Information:

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment.

You are responsible for keeping up in this class: your diligence in logging in regularly to the class website and engaging in a timely fashion is essential to your success. **No late work is accepted in this class without written verification of extenuating medical or legal circumstances.**

IMPORTANT NOTE:

Do not wait until the last day to do your work because all kinds of problems can happen. This is course reality. If you experience problems at the last minute and miss course work, your grade will be recorded as a zero.

COURSE CONTENT

Concepts or Topics

- Ethics
- Egan’s Model of Helping
- Interpersonal relationships
- Organizational structures
- Leadership
- Communication
- Self-understanding
- Working in a profession

Skills or Competencies

1. Responsibility & confidentiality
2. How to be a skilled helper
3. Relational problem solving in the workplace
4. To avoid organizational dysfunction
5. Characteristics of effective leaders
6. Active listening and articulation
7. Cultural relativity and countertransference
8. Skills in individual sites

ASSESSMENT TASKS AND GRADING

Students often worry about their progress in a course, and sometimes ask their instructors to calculate their grade for them. In this course, my goal for the grading system is to be as clear as possible so that you are always aware of your standing in the course. I have provided this worksheet for you to fill in your exam and assignment grades as the semester progresses.

Category	Requirement	Points Earned	Points Possible
Hours	Practicum Service Hours	Required to	pass course
Class Activities	Discussion of worksite challenges		20
	First mini-presentation		30
	Conquering worksite challenges		25
	Second mini-presentation		25
	Facility tour explanation & reaction		50
	Third mini-presentation		50
Online Posts	Week 3		20
	Week 5		20
	Week 6		20
	Week 7		20
	Week 9		20
	Week 10		20
	Week 11		20
	Week 13		20
	Week 14		20
	Week 15		20
Journal	Learning goals		10
	Supervisor evaluation 1		10
	Supervisor evaluation 2		10
	Supervisor evaluation 3		10
	Final reflection paper		60
	Total:		/500 = %

Grading:

I will use the following scale to determine your final grades:

A	=	500 – 450 points [percentage of 90 – 100%]
B	=	449.9 – 400 points [percentage of 80 – 89.9%]
C	=	399.9 – 350 points [percentage of 70 – 79.9%]
D	=	349.9 – 300 points [percentage of 60 – 69.9%]
F	=	Below 300 points [percentage below 60%] or incomplete hours

LEARNING RESOURCES

Our required materials for the course:

Egan, G. (2010). *The Skilled Helper: A Problem-Management and Opportunity-Development Approach to Helping (9th Edition)*. Pacific Grove, CA: Brooks/Cole.

Additional course materials will be available on Lulima.

Recommended Reading Resources:

Study Guide/Skills Workbook to accompany Egan Text.

Campus Resources:

TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities.

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

Library Study Services: See the librarian for additional details.

EBSCOHost Journal Online DataBase can be accessed through the Library Website:
<http://library.wcc.hawaii.edu>

Additional Information

I am here to help you succeed in this course. Please don't hesitate to email me if you have any questions, concerns, or problems.

Plagiarism/Cheating: I take both plagiarism and cheating very seriously. If I believe you have plagiarized (intentionally or unintentionally) or cheated, you will earn a zero for that assignment, no exceptions. A second instance of either will result in failure of the course (i.e. two instances of plagiarism, two instances of cheating or an instance of plagiarism and an instance of cheating).

Late assignments: Late assignments will not be accepted, excepted in cases of serious documented emergencies. This determination is made by me; please contact me as soon as you anticipate a problem

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.